

A NEW PERSPECTIVE ON TOMORROW'S LEADERS:
FFA AND FOLLOWERSHIP

A Thesis

by

SUSAN KATHRYN FERRELL

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

August 2012

Major Subject: Agricultural Leadership, Education, and Communications

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Approved by:

Chair of Committee,	Barry Boyd
Committee Members,	John Rayfield
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ABSTRACT

A New Perspective on Tomorrow's Leaders: FFA and Followership. (August 2012)

Susan Kathryn Ferrell, B.S., Texas A&M University

Chair of Advisory Committee: Dr. Barry Boyd

Known for their promotion of premier leadership, the FFA Organization has been known to produce leaders of quality. Followership is a large part of being a leader, knowing how to lead and understand whom you are leading. This thesis looks to highlight the need for follower-focused leadership. It is a descriptive study designed to explore the ways in which Texas FFA Chapter officers view followership. It also examined the perceptions of Texas FFA Chapter officers in relation to how often certain followership behaviors occur within their chapters. Agricultural science teachers were notified to give their chapter officers the opportunity to fill out the mailed surveys. This study uses a valid and reliable researcher designed questionnaire. Surveys include a quantitative Likert scale design as well as an open-ended question regarding good follower qualities. Findings suggested that officers surveyed showed a limited knowledge of followership. However, they did designate followers as playing a role within their chapter. Followership education could enhance the already existing leadership development within the FFA Organization, as leaders learn to focus on whom they are leading.

DEDICATION

I would like to dedicate this thesis to all my friends and family. Without your love and support, I would not have been able to complete my master's degree.

I would especially like to thank my grandmother, Gammy, who taught me how to write my first research paper. You spent many hours with me at the library and kitchen table, helping me develop my research writing skills. Thank you so much for having the patience to develop in me this important skill set. Also, I would like to acknowledge my Papa, who always offered a humor break and shared candy with me in between working on homework. I will always remember you with a wink and a smile!

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I would first like to thank my parents. Mom and Dad, you have allowed me the opportunity to further my education and been patient as I figured out what God's plan is for my life. I thank you for allowing me to take time to earn a master's degree. Your guidance, support, and dedication to God has only strengthened my faith in Him and it has truthfully made me a better person by being your daughter.

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1. INTRODUCTION

Chartered in 1929, the Texas FFA Association is the largest FFA membership state in the National FFA Organization (Texas FFA, 2011). Today, with 540,379 National FFA members, the National FFA Association has a great influence in developing today's youth (National FFA, 2012). Furthering student leadership development through agricultural education, the National FFA Organization is dedicated to students' growth and achievement.

With all the leadership development opportunities FFA offers, it is obvious why this group of young individuals has such a reputation for being the leaders of tomorrow (Park & Dyer, 2005; Reese, 2011; Reese, 2003; Townsend & Carter, 1983). However, leaders must have followers to achieve their goals, so why has the follower been overlooked? In today's technologically advanced society, it is important for leaders to direct their attention to involve their followers. Leadership scholars have recently turned their attention towards followership and the lack of follower-focused leaders. With the increasing number of informed followers, leaders must adapt and embrace the idea of having informed followers question their leadership authority (Brown, 2003). It is important for today's leaders to look to their follower's needs, for if a leader is not meeting the needs of followers, a new leader with the followers in mind will be given

This thesis follows the style of *Journal of Agriculture Education*.

authority (Brown, 2003; Ricketts, 2009). This idea embodies the term of followership-focus.

Although students involved in the FFA Organization are exposed to a wide range of leadership developing activities, studies have shown a lack of follower-focus. Mullins and Weeks (2006) found that chapter officers rated the statements, “Leaders involve their followers in the group’s vision. They are quick to act, and show progress as it happens” as one of the lowest ranked practices, showing the lack of a shared chapter vision. Leadership is one of the three main components, which the FFA Organization looks to develop in its members. Specifically stated in their mission statement, “FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education” (National FFA, 2012, para. 1). In addressing the FFA mission statement, Croom notes the importance of good relationships as a leader, “without a network of supportive individuals, leaders often find leading a very difficult task...leaders possess positive character traits that encourage others to seek their leadership and be comfortable with it” (Croom, 2004, p. 10). The notion of a “network of supportive individuals” is the very heart of what this study seeks to address.

Statement of the Problem

Followership is something the National FFA Organization has overlooked in their focus to promote leadership development. Finding out how one of the largest leader-producing organizations views followership can help us better understand followership as related to leadership development. How students involved in FFA take

into account the role of followers in their organization can strengthen the leadership development of the organization.

Purpose and Objectives of the Study

The purpose of the study was to determine FFA officers' attitudes regarding followership. With all of the leadership education FFA members receive, how do they view the roles and importance of followers. The research objectives of this study were to:

1. Investigate FFA officers' perceptions of followership.
2. Determine whether or not Texas high school FFA officers have a positive or negative perception of followership.
3. Determine if FFA officers understand what good followership is by their descriptors of a good follower
4. Determine if demographic variables influence how students describe good followers.

2. A NEW PERSPECTIVE ON TOMORROW'S LEADERS: FFA OFFICERS' ATTITUDES ON FOLLOWERSHIP

Introduction

Chartered in 1929, the Texas FFA Association is one of the top five FFA membership states with the National FFA Organization. Today, with 540,379 National FFA members, over 90,000 who are high school students enrolled in agricultural science and technology classes across the state of Texas alone, the National FFA Association has a great influence in developing today's youth (National FFA, 2012; Texas FFA, 2011). Furthering student leadership development through agriculture education, the National FFA Organization is dedicated to help students grow and achieve.

Statement of the Problem

The National FFA Organization is known to produce a higher quality of youth, developing their communication and critical thinking skills through multiple Career Development Events (CDEs), Leadership Development Events (LDEs), and their Supervised Agricultural Experience (SAEs). Career development events involve the application of knowledge learned in an agriculture classroom to compete at an organized event whereas leadership development events allow students to demonstrate and develop their speaking and communication skills. The Supervised Agricultural Experiences Program is a documented career developing experience usually tied to classroom work in an agriculture class (National FFA, 2012). These three categories of leadership building experiences offered by the FFA Organization are just a small portion of what

membership with the organization offers. A student can also be involved by becoming an officer at the chapter, district, area, state, or national level. There are also fundraising events, volunteer activities, livestock showing, rodeo contests, and numerous leadership conferences available through the FFA Organization (National FFA; Reese, 2011; Reese, 2003).

With all the leadership development opportunities the FFA organization offers, it is obvious why this group of young individuals has such a reputation for being the leaders of tomorrow (Park & Dyer, 2005; Reese, 2011; Reese, 2003; Townsend & Carter, 1983). However, leaders must have followers to achieve their goals, so why has the follower been overlooked? Followership is something the National FFA Organization has overlooked in their focus to promote leadership development. Finding out how one of the largest leader-producing organizations views followership can help us better understand followership as related to leadership development.

Theoretical Framework

Kelley's 1988 work and Chaleff's 1995 work, some of their first followership publications, as cited in Baker (2007), are the main works that followership is based on. However there is still a other research that has helped develop followership theory, which generally began to develop later in the 20th century. It is believed that the lack of study on followership is due to the initial lack of leadership theory and the belief that leaders were born, not made. This view continued into the 1970s. The economic instability that began in the 1980s sparked an increased demand for leadership skills, so focus was directed to developing leaders rather than followers. Mentioned by Baker

(2007), workshops conducted in 1998 by Berg, found a negative view of followers as being passive. Active followership is rooted in sociology and psychology, specifically in social exchange, attribution, and small group theories. The Leader-Member Exchange Model highlighted the relationship between the follower and leader. Baker refers to Meindl et al.'s research on leadership conducted in 1985, stating “people’s ‘infatuation’ with the romantic, heroic, mystical view of leadership might be necessary to sustain followership and to motivate individuals to respond to the organization’s needs and goals” (Baker, 2007, p. 55). Meindl (1995) clarifies this notion of the romance of leadership, calling for a more follower-centric perspective on leadership.

Kelley states, “our preoccupation with leadership keeps us from considering the nature and the importance of the follower” (Kelley, 1988, p. 143). This still rings true in so many organizations today, however, a focus on followership has increased. Goldman (2011) says it best, “What is a leader without followers!” In the book, *The Power of Followership*, Kelley (1992) discusses the philosophical theories on why people decide to follow certain leaders rather than others; and, in general, why people may choose to be followers rather than leaders (Kelley, 1992).

Kelley (1988) first introduced his follower behavior model in the article, “In Praise of Followers,” in the *Harvard Business Review*. Kelley (1988; 2008) describes five basic styles of followership: sheep, yes-people, alienated, pragmatics or survivors, and star or effective followers. Sheep are passive and allow leaders to do the thinking, whereas yes-people, although still allowing the leaders to think, are positive and ready to act. Alienated followers have negative energy and are skeptical about the leader’s

suggestions. Survivors are known as “preservers of the status quo.” They will get to work once they see where the group is headed. Effective followers think for themselves, are very active and positive (Kelley 1988; Kelley 2008). The Figure 1 below is a reconstruction of Kelley’s (1988) model.

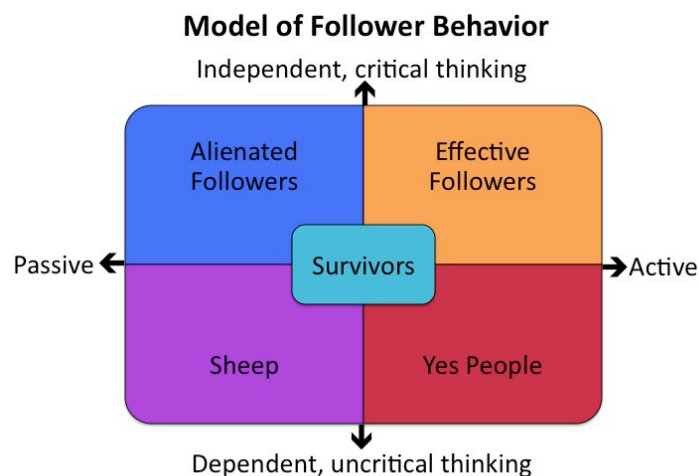


Figure1. Model of Follower Behavior

Reprinted with permission from "In praise of followers" by Robert E. Kelley, issue Nov-Dec/1988.
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Brown defines followership as “the willingness of people to follow” (Brown, 2003, p. 68). In contrast, Yukl defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010, p. 7). The two concepts are linked, neither can be fully understood without comprehension of the other (Heller & Van Til, 1982; Kellerman, 2007). They do not simply coexist, leadership and followership share a dependent relationship. Prilipko,

Antelo, and Henderson (2011) compare leadership-followership to a Chinese yin-yang unity.

The leader – follower relationship is often discussed with relation to the relationship quality in leadership theories. The leader-member exchange (LMX) theory highlights the notion that there is a two-way communication (Valcea, Hamdani, Buckley, & Novicevic, 2011). Valcea, Hamdani, Buckley, and Novicevic (2011) take the LMX leadership theory one step further, looking at the dyadic relationship of leaders and their followers. They proposed that greater development will occur in a high LMX relationship where leaders and followers can help each other through a co-development relationship where delegation, participation, and feedback-giving are correctly utilized (Valcea, Hamdani, Buckley & Novicevic, 2011). Although this LMX leadership theory could help further the communication between leaders and members, it looks at how to better function in the leader-member relationship, whereas the proposed study on followership looks to address the lack of followership embraced in a youth leadership-learning environment.

We have had leaders as long as humans have existed and our knowledge of leadership has not changed much except to account for the changing times. Leaders need to adapt their style of leadership in order to be more follower-focused: learn what people want, study the nature of thought and human desire, and be expert listeners (Brown, 2003). This is largely due to the “Information Age” as leaders are no longer the sole source of information for their followers. Therefore, leaders cannot expect followers to be lead blindly as followers have the Internet and other technologies available to make

themselves informed. As informed followers, they have the power to grant leadership instead of it being taken. A good leader should be able to identify what his followers need and how to bring about their best work (Ricketts, 2009). To do so, it could be beneficial for leaders to understand why focus on followers is important.

Heller and Van Til propose that “good leadership enhances followers, just as good followership enhances leaders” (Heller and Van Til, 1982, p. 407). Failure to introduce followership instruction into the leadership classroom is a disservice to those students as the importance of follower focus and followership is increasingly important (Johnson, 2009). Teaching leaders to focus on the follower’s role can make them better leaders. Knowing how to follow as well as set an example is important to leadership development (Johnson, 2009; Kelley, 1988).

Kelley (2008) explains his view on the importance of focusing on the follower rather than the leader, because leaders do not exist in a vacuum. In the past, followership has been viewed negatively, with followers thought of after first focusing on the leader (Bjugstad, Thach, Thompson & Morris, 2006; Kelley, 2008; Ricketts, 2009). However, leadership is a group phenomenon, it cannot exist without followership and vice versa (Ricketts, 2009). Organizations’ participants can play a greater voiced role when attention to group processes and consensus building are taken into account (Chaleff, 2012). Ricketts (2009) discusses the “Leader-Follower Loop,” explained in her words:

An effective leader will go through three different steps— noticing, diagnosing, and adjusting. Specifically, once the leader notices followers are not as inclined to follow or act as they once were, he or she will move on to figuring out why (diagnosing the problem). Why has there been a shift in follower behavior, and

how has my (the leader's) behavior affected their (the followers') behavior? Finally, once the leader understands what is going on and why it happened, they then adjust their behavior appropriately (p. 3).

Kelley (2008) also introduced seven topics followership scholars might focus on for future studies, including: world events, culture, leadership, follower qualities, role of the follower, language of followership, and courageous conscience. This study on FFA and followership will be relevant to the leadership, follower qualities, role of the follower, languages of followership, and courageous conscience aspects. These five are expounded upon below:

1. Leadership – traditionally viewed followership as secondary
2. Follower qualities – why would you want to be a follower, and does anyone want to?; approach to peer pressure should teach followership, not leadership; why do colleges look for leadership qualities?
3. Role of the follower – is there an ideal mix of the 5 followership styles for a leader's group?; can people move from one followership style to another?
4. Language of followership – follower is “socially unacceptable” (Kelley, p. 14); language makes a difference; followers imagined as inferior; script of “follower” is outdated, but do we need a new one? If so, what?
5. Courageous conscience – followers serve as an ethical and legal check for peers and leaders; followers need to learn how to stand up and be successful in their defense against toxic leaders and dysfunctional organizations (Kelley, 2008).

Ward and Ellis (2008) studied the Boy Scouts of America to better understand the idea of youth followership focused on identifying characteristics of leaders that attract the followership of youth. They found that the two most influential predictors of

followership among a group of young people were social support and social status. Youth generally enter into a followership relation to fill a social need. If someone is popular, having social status and support, others were more likely to try and have a relationship with this person as a leader. Youth desire to be independent from their parents, however, because they are not mature enough to be self-supporting emotionally, they tend to be more likely to engage in a followership relation than adults. This helps youth gain a positive self-identity, specifically when they are associated with others with higher social support and social status (Ward & Ellis, 2008).

Bjugstad, Thach, Thompson, and Morris (2006) make an integration of Kelley's (1992) followership model and Hersey and Blanchard's (1982) Situational Leadership Quadrants. This helps match follower and leader types to make for the most productively inclined situations. Related to these types are personal attributes of leaders and followers that are a factor in any leader-follower situation. One situation in which research has been conducted to explore youth leadership skills is service learning.

Des Marais, Yang, and Farzanehkia (2000) associate the idea of leadership and service learning. They note the importance of the presence of leadership skills in youth who serve their community. They found that the idea of being a service to others plays a dominant role in teaching youth to become leaders and practice leadership skills, and that youth need to be allowed opportunities to develop and practice them (Des Marais, Yang, & Farzanehkia, 2000). Stafford, Boyd, and Lindner (2003) found that service learning was effective in increasing 4-H students' perceived leadership life skills. Carter and Kotrlik (2008) showed that as participation in 4-H leadership and life skill

development opportunities increased, so did students' experience of positive relationships.

Several researchers have proposed that leaders would be more effective with a better understanding of the leader-follower relationship (Bjugstad, Thach, Thompson, & Morris, 2006; Hollander, 1992; Kilburn, 2010). After analyzing well-known follower type charts, Kilburn (2010) recommends Kelley's model because it offers the only published instrument, allowing measurement of followers.

By focusing on educational research, Densten and Gray (2001) go about defining followership through examining the follower as a learner. Needing to focus on a group that they consider neglected, Densten and Gray provide insight into the parallel relationship between teacher-student and leader-follower. Several researchers, including Kelley, have suggested that followers must possess leadership qualities to be successful (Tanoff & Barlow, 2002; Chaleff, 2003). However, research has mainly focused on the view of the leader and lists behaviors to influence followers, but little research has been conducted on the followers' response to their leader (Densten & Gray, 2001).

Tanoff and Barlow (2002), relate leadership and followership roles as one in the same. By surveying 130 undergraduate students at a military college on a leadership and followership scale, they found that the behavior of an exemplary follower may be close to that of an effective leader (Tanoff & Barlow, 2002). Another study of college level students by Stam, Knippenberg, and Wisse (2010) found that, "a vision that focuses on followers is more likely to cause followers to create an ideal self" (Stam, Knippenberg, & Wisse, 2010, p.465). Hollander (1992) calls for greater attention to follower

expectations and perceptions of their leader. Leaders need to be aware of how they are viewed as a leader and not just how they view their own role as the leader. Followers and leaders have a two-way relation that leaders should pay attention to (Hollander, 1992).

So how does this relate to the National FFA Organization? As a youth organization dedicated to developing premier leadership (National FFA, 2012), the National FFA Organization can enhance their current leadership development programs by incorporating followership focus. Leadership is one of the three main components, which the National FFA Organization looks to develop in its members. Specifically stated in their mission statement, “FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education” (National FFA, 2012). In addressing the FFA mission statement, Croom notes the importance of good relationships as a leader, “without a network of supportive individuals, leaders often find leading a very difficult task...leaders possess positive character traits that encourage others to seek their leadership and be comfortable with it” (Croom, 2004, p. 10). The notion of a “network of supportive individuals” is the very heart of what this study seeks to address: how leaders take into account the role of followers.

The Washington Leadership Conference is a leadership development conference hosted by National FFA. This conference has been studied for insight into the relationship between leadership development and FFA participation. Stedman, Rutherford, Rosser, and Elbert found that participants at the conference were “unable to

make contributions in the area[s] of ... influencing others' thoughts, actions, and attitudes'' (Stedman, Rutherford, Rosser, & Elbert, 2009, p. 102). A similar study found a positive relationship between FFA participation and self-perceptions of leadership. Participating in FFA can improve leadership abilities of youth (Rutherford, Townsend, Briers, Cummins, & Conrad, 2002).

Agricultural science teachers play an important role in leadership development of FFA members. Boone and Taylor (2007) surveyed 233 teachers nationwide to identify where training of chapter officers was being held, its' importance, and how often topics were covered. Ethical leadership was rated in the top 10 most important topics of the possible 100, with 13 of a total 15 leadership ability scored as important. Running an effective meeting, motivating members, and qualities of an influential leader were reported to be taught by every agriculture teacher in the study, and almost all of the leadership skills were taught six or more times per year (Boone & Taylor, 2007). Dormody and Seevers (1994) found that FFA members most often cited judging contests, public speaking, chapter meetings, holding office, and parliamentary procedure as activities having the greatest contribution to their leadership development. Many of the FFA members did not participate in leadership development above the chapter level, with the exception of judging contests (Dormody & Seevers, 1994).

Townsend and Carter (1983) found that students' participation in local FFA activities seemed to have a higher level of personal development. They encourage agricultural teachers to increase students' participation in such activities as fund raising and banquets as these activities appear to strengthen students' personal development.

Advisors should also pay attention to the high achieving students, making sure to enhance their development and strive to challenge them to attain new goals (Townsend & Carter, 1983). Park and Dyer (2005) found that students who had participated in FFA and 4-H throughout high school were more involved in leadership positions at the collegiate level.

When measuring FFA students' critical thinking skills, leadership training score represented one of the three components best explaining score variance (Ricketts & Rudd, 2005). In another study aimed to measure students' attitudes toward the importance of leadership, most students rated it as important, and 75% reported it was highly important in their future careers, school, and organizations (Anderson II & Kim, 2009). Mullins and Weeks (2006) found that chapter officers rated the statements, "Leaders involve their followers in the group's vision. They are quick to act, and show progress as it happens" as one of the lowest ranked practices, showing the lack of a shared chapter vision. They also found that chapter presidents held inflated self-perceptions as compared to their peers' views of observed president performances (Mullins & Weeks, 2006).

Followership can help fill in the gap between leaders and their influence. Leaders must understand the needs of their followers (Brown, 2003, p. 68; Ricketts, 2009; Bjugstad, Thach, Thompson & Morris, 2006; Kellerman, 2007). Kellerman (2007) points out that followers are not all the same, but have individual influence and power all their own. Leaders need to address the important role of followers, paying attention to their followers' participation within an organization (Hollander, 1992). Chapter officers

are elected, however, it is the agricultural science teachers' responsibility to make sure these students are equipped with the necessary leadership skills needed to lead a successful chapter (Boone & Taylor, 2007). An FFA member is taught to strive for leadership roles and gain the knowledge and experiences to better themselves (National FFA, 2012). It cannot be expected that the National FFA Organization would focus its members' attention to something other than leadership skills, but it is important for leaders to realize and understand the needs of their followers.

Purpose and Objectives

The purpose of the study was to determine FFA members' attitudes regarding followership. With all of the leadership education FFA members receive, how do they view the idea of followership? The research objectives of this study were to:

1. Investigate FFA officers' perceptions of followership.
2. Determine if Texas high school FFA officers have a positive or negative perception of followership.

Methods

This study on followership is directed toward the population of Texas high school FFA officers, about 6,036 students. The FFA Organization in Texas is grouped into ten different areas, multiple districts within those areas, and multiple chapters within those districts (Texas FFA, 2011). With this structure already in place, a representative sample, as established by Krejcie and Morgan (1970), of at least 61 chapters, or about 366 officers, was rounded up to 70 chapters in order to have an even representation of the ten areas within Texas. Seven chapters within each of the ten areas in Texas were

selected using random cluster sampling (Fraenkel & Wallen, 2009, p. 95). Due to maturation and more advanced experience within the FFA Organization, only FFA high school officers' attitudes towards followership were surveyed. Within each chapter, agricultural science teachers administered the surveys as part of an FFA activity.

A questionnaire was developed by the researcher to measure attitude using Likert and ordinal scales (Fraenkel & Wallen, 2009, p. 124) as well as an open-ended question. Questions from the survey were mainly based on the work of Kelley (1992; 2008) and Challeff (2003). The survey measured the dependent variable of FFA officer's attitudes with the independent variable of followership. The dependent variable, attitude, was quantitatively measured with the scales based on categorical questions concerning followership ideas.

A pilot study was conducted in order to establish the instrument reliability and validity. A sample of high school FFA members in Texas was given the questionnaire as the pilot test. Validity was determined through content-related evidence, by having experts in the field of study examine the questionnaire (Fraenkel & Wallen, 2009, p. 150). Experts included Texas A&M University professors in the Agricultural Leadership, Education, and Communications department. To determine reliability and internal consistency, Cronbach's alpha was calculated on Likert items and was found to be $\alpha = .87$. As a result, no changes were made to the instrument.

All quantitative data were analyzed using the Statistical Package for Social Science (SPSS) version 18. IRB approval was sought and received in order to conduct the research. Protocol #2012-0051.

Procedures for data collection were developed according to Dillman's Tailored Design Method. Dillman (2000) defines his method as "the development of survey procedures that create respondent trust and perceptions of increased rewards and reduced costs for being a respondent, that take in to account features of the survey situation, and that have as their goal the overall reduction of survey error...rather than relying on one basic procedure for all survey situations, it builds effective social exchange through knowledge of the population to be surveyed, respondent burden, and sponsorship" (p. 29). Seven points of contact were used: a pre-notice letter via email, a questionnaire mailing with cover letter via postage mail, two reminder emails, a reminder phone call, a replacement questionnaire mailing with cover letter via US mail, and an email notice the second questionnaire had been mailed.

Initial contact was made through a pre-notice letter via email to agriculture teachers introducing the researcher and topic of study, asking them to have their FFA chapter officer team participate in the survey. E-mail addresses were accessed through an online agricultural science teacher directory. Pre-notice letters were sent March 12, 2012.

Questionnaire packets were mailed out four days after the pre-notice email, on March 16, 2012. All packets included: a cover letter, 6 minor assent forms, 6 parental consent forms, 6 surveys, and a prepaid preaddressed return envelope. About two weeks after the teacher should have received the packets, a reminder email was sent on April 3, 2012, reminding them of the surveys and asking them to mail back their responses. Eight days later, a second reminder email was sent on April 11, 2012. About two weeks after this second reminder, agriculture teachers were called, reminding them of the surveys,

asking if they had questions or needed a second packet mailed. Phone calls were made April 23-25, 2012. A sixth contact was made when replacement packets were mailed to all non-respondents, sent out on April 26, 2012. A post-notice was sent via email to agriculture teachers, letting them know this was the last opportunity they had to participate in the study and encouraging them to mail back their officers' responses. The post-notice email was sent on April 30, 2012.

Non-response error was addressed through a comparison of early and late responders. According to Miller and Smith (1983), one way to estimate the nature of non-respondents is to compare early and late respondents, as research has shown that late respondents are often similar to non-respondents. "Late respondents are statically compared to early respondents using the evaluation data to justify generalizing from the respondents to the sample" (Miller & Smith, 1983, p. 48). No statistically significant differences were found between early and late responders.

Findings

A total of 55 students, or 11 FFA chapters completed the surveys, making the response rate 16%. Chapter officers responded to surveys consisting of three sections: section one measured their attitudes towards statements regarding followership, section two measured how often follower-focused activities were observed within their chapter, and section three consisted of a demographics portion and open-ended question. This study focused on sections one and two in relation to the demographics reported by the officers. Open-ended responses were categorized in a separate study.

Frequencies and percentages were used to describe the following demographic characteristics of participants: 1) Age, 2) Gender, 3) Years as an FFA member, 4) Grade, 5) Office position, 6) Ethnicity, 7) Members in chapter, and 8) High school size. A majority of the students were 16 to 18 years old, or in the 10th, 11th, or 12th grade. Most students reported between two and four years of participation in the FFA. Most students attended a 1A, 2A, or 4A high school; however, a range of chapter size was represented. Chapter officer positions were fairly evenly represented as well as students of the male and female genders. Frequencies and percentages are shown in Table 1.

Table 1
Demographic Characteristics of Texas FFA Chapter Officers,
N=55

Demographics	<i>f</i>	<i>%</i>
Age:		
14	4	7.3
15	1	1.8
16	20	36.4
17	17	30.9
18	13	23.6
Gender:		
Male	27	49.1
Female	28	50.9
Years as an FFA Member:		
0	1	1.8
1	4	7.3
2	17	30.9
3	12	21.8
4	17	30.9
6	1	1.8
7	2	3.6
10	1	1.8
Grade in School:		
9 th	4	7.4
10 th	15	27.8
11 th	19	35.2
12 th	16	29.6

Table 1 *Continued*

Demographics	<i>f</i>	%
Office Position:		
President	8	16
Vice president	5	10
Secretary	6	12
Treasurer	9	18
Reporter	7	14
Sentinel	8	16
Other	7	14
Ethnicity:		
American Indian or Alaska Native	1	1.8
Asian	0	0
Black or African American	1	1.8
Native Hawaiian or Pacific Islander	0	0
White	51	92.7
Hispanic	2	3.6
Members in Chapter:		
1-50	14	25.5
51-100	15	27.3
101-150	9	16.4
151-200	5	9.1
201 or more	12	21.8
High School Size:		
1A	15	27.3
2A	14	25.5
3A	6	10.9
4A	14	25.5
5A	6	10.9

In the demographics section of the survey, students reported the number of CDEs and LDEs they participated in, and at what levels. Career Development Events involve the application of knowledge learned in an agriculture classroom to compete at an organized event whereas Leadership Development Events allow students to demonstrate and develop their speaking and communication skills (Texas FFA, 2011). Table 2 is a summative table, tabulating the total number of events at each level as reported in the

surveys. Most students reported they participated in a CDE at the state level (# of events = 87), and an LDE at the state (# of events = 68) or area (# of events = 60) levels.

Table 2
Texas FFA Officers' Highest Level of Competition, N=55

Level:	# of events
CDEs:	
Invitational	10
Area	56
State	87
National	1
LDEs:	
Invitational	21
Area	60
State	68

Means (M) and standard deviations (SD) were used to describe students' level of agreement. The statement, "Followers should take a moral stand when leaders act unethically" received the highest mean score of 3.52. "A leader is always right" received the lowest mean score of 1.73. All statements are presented in Table 3, arranged from the highest level of agreement to the lowest.

Table 3
FFA Officers' Level of Agreement with Statements on Followership, N=55

Statements:	M	SD
Followers should take a moral stand when leaders act unethically.	3.52	.54
Followers should speak up at meetings and share information.	3.50	.54
Leaders should trust their followers.	3.35	.59
Leaders should keep followers informed when situations change.	3.35	.58
Followers are important to the success of a chapter.	3.33	.70
Followers should keep leaders informed when situations change.	3.33	.55
Followers can think for themselves.	3.13	.72
Followers should challenge a leader if he/she gets off track.	3.11	.69
A follower's role is to take direction from a leader.	3.09	.65

Table 3 Continued

Statements:	M	SD
Followers give power to a leader.	3.09	.59
A follower's role is to help a leader stay focused on the goal.	3.08	.68
A follower's role is to support a leader.	2.98	.63
Success of a chapter rests on its leaders.	2.94	.80
Followers are informal leaders.	2.91	.71
Followers and leaders have an equal role within a chapter.	2.89	.79
Leaders serve followers.	2.65	.89
Followers can act on their own as long as they are pursuing the same goal as a leader.	2.64	.73
Followers serve leaders.	2.58	.81
It is better to be a leader than a follower.	2.58	.81
Followers have less power than a leader.	2.30	.77
Followers have more power than a leader.	2.26	.76
Followers need constant supervision.	2.15	.79
Chapters can succeed without organized followers.	1.91	.76
Followers should always agree with a leader.	1.83	.57
Followers lack the knowledge to lead.	1.76	.69
A leader is always right.	1.73	.62
Note: 1= Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree		

Section two of the survey measured how often students observed given leader-follower behaviors within their chapter. Frequencies and percentages were used to summarize responses. "Followers play an active role in a chapter" received the highest frequency and percentage rates for the "always" column (n = 32; 58.2%). "Followers play a passive role in a chapter" received the highest frequency and percentage rates in the "never" column (n = 7; 12.7%). Table 4 shows frequencies and percentages for this portion of the survey.

Table 4

Frequency Followership Is Observed in Texas FFA Chapters, N=55

Statements:	Never		Some - times		Most of the Time		Always	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Followers are a focus of chapter activities.	3	5.5	15	27.3	28	50.9	9	16.4
Followers are asked for their opinions in order to make decisions.	1	1.8	13	23.6	25	45.5	16	29.1
Roles of followers are considered when coordinating chapter activities.	3	5.7	16	30.2	21	39.6	13	24.5
Tasks are delegated to followers.	3	5.5	17	30.9	29	52.7	6	10.9
You strive to be a good follower.	4	7.5	10	18.9	14	26.4	25	47.2
Followers are encouraged to come up with ideas.	1	1.8	10	18.2	19	34.5	25	45.5
Followers play a passive role in a chapter.	7	12.7	19	34.5	19	34.5	10	18.2
Followers show respect for leaders.	1	1.8	7	12.7	20	36.4	27	49.1
Leaders ask followers for input.	0	0	18	32.7	19	34.5	18	32.7
Followers volunteer for responsibilities.	2	3.6	21	38.2	22	40.0	10	18.2
Followers are recognized for chapter achievements.	3	5.5	10	18.2	17	30.9	25	45.5
Leaders show appreciation for follower input.	0	0	10	18.2	22	40.0	23	41.8
Leaders show respect for followers.	1	1.8	8	14.5	18	32.7	28	50.9
Followers play an active role in a chapter.	0	0	7	12.7	16	29.1	32	58.2
Note: 1= Never; 2=Sometimes; 3=Most of the Time; 4=Always								

Conclusions

Based on findings, FFA officers surveyed most agreed with those statements regarding the importance of followers within their chapter. Officers rated “Chapters can succeed without organized followers. Followers should always agree with a leader. Followers lack the knowledge to lead. A leader is always right.” as the least agreed with

statements regarding followership (disagree). This suggests that FFA officers surveyed have a general understanding that followers play a role in their chapter's success.

The statements, "Leaders serve followers" was rated a 2.65 and "Followers serve leaders" a 2.58. These two statements are the complete opposite, however data suggests that students agreed with both. This suggests that FFA officers see the leader-follower relationship, but not altogether identify it as a leader-follower exchange of: delegation, participation, and feedback-giving (Valcea, Hamdani, Buckley & Novicevic, 2011). However, it is also interesting that the statement, "Followers are informal leaders" was rated a 2.91, showing that the officers note, consciously or unconsciously, followers need the leadership qualities to be successful (Chaleff, 2003; Tanoff & Barlow, 2002). In comparison, over 85% of the officers surveyed reported observing followers as playing a passive role in their chapter sometimes ($n = 19$; 34.5%), most of the time ($n = 19$; 34.5%), or always, ($n = 10$; 18.2%). As cited in Baker (2007), Berg found negative view of followers to be passive, and other researchers have also stated that followership has been historically viewed negatively, as an afterthought of leadership (Bjugstad, Thach, Thompson & Morris, 2006; Kelley, 2008; Ricketts, 2009).

This may be due to the officers not being fully aware of the importance of followership within leadership development in FFA. Officers within the FFA Organization are more readily offered leadership development opportunities than other chapter members through officer leadership development experiences. This may be due to the FFA Organization's commitment to producing leaders, historically viewed as important within their own roles of authority without mention of a leader's followers.

Kelley (1988) cautions this very notion of a preoccupation with leadership. Meindl (1995) further addresses this romanticism of leadership, calling for a more follower-centered approach to leadership. This is also suggested by Mullins and Weeks (2006). They found a lack of a shared chapter vision, and that chapter presidents held inflated self-perceptions as compared to their peers' views of observed president performances (Mullins & Weeks, 2006).

In responding to how often positive followership activities were observed within their chapters, respondents reported positive follower activities occurring within their chapter either most of the time or always. This may be due to their special attention to the chapter details as an officer. As an officer, they may want to subjectively view their chapter as a positive, inclusive environment for followers. Mullins and Weeks (2006) found a lack of a shared chapter vision, and that chapter presidents held inflated self-perceptions as compared to their peers' views of observed president performances.

Limitations

This baseline study is limited due to the low response rate of 16%. Although this study followed Dillman's Tailored Design Method (2000), which purports an 80% response rate, the low response rate of this study could be due to the timing of data collection. Data collection was started in the month of March and continued through May, a time of year when FFA members are busy showing animals at stock shows, participating in CDE and LDE events, conducting chapter end-of-year banquets, officer elections, and other various end-of-year school functions. March through May also contain numerous holidays where students are not in school, spring break and Easter

holidays, and the STARR Texas standardized testing in April. Caution must be used in generalizing self-reported data; however, there is no attempt to generalize this data beyond the participants because it is purely descriptive in nature.

Recommendations

This research could be expanded to include other members of Texas FFA chapters other than the officers, or states other than Texas. It might also be interesting to survey the agricultural science teachers to get their perspectives on the importance of followership within a leadership-based organization, and determine their perceptions of follower-focused leadership development incorporated into FFA leadership development programs. With more data collected, multiple comparisons could be made between groups, such as comparisons between: officer positions and agreement with followership statements, high school size and observation of follower focused activities, or chapter size and observed follower focus.

Agricultural science teachers can use this data to apply to FFA leadership roles. Chapter officers are a focus of FFA leadership development, and greater attention to followers of a chapter may increase the applicability of the leadership skills developed through leadership roles within the FFA. Kelley (1988) and Johnson (2009) believe that teaching leaders to focus on their follower's roles can make them better leaders, and knowing how to follow and set an example is important in leadership development. Dormody and Seevers (1994) found that many FFA members did not participate in leadership development above the chapter level. Agricultural science teachers play an important role in FFA members' participation in such activities.

Boone and Taylor's (2007) survey of agricultural science teachers showed ethical leadership as one of the top 10 most important topics of a possible 100 taught. Stated in the FFA mission statement, premier leadership is a goal FFA members are taught to achieve (National FFA, 2012). Leaders must understand the needs of their followers (Brown, 2003, p. 68; Bjugstad, Thach, Thompson & Morris, 2006; Kellerman, 2007; Ricketts, 2009). It is agricultural science teachers' jobs to instill the necessary leadership skills needed to lead a successful chapter (Boone & Taylor, 2007).

Youth organizations with similar leadership development programs, like FFA, can better equip their future leaders with the knowledge needed to be a follower-focused leader. Giving greater attention to the group process gives a voice to the follower within an organization and could add to a leader's knowledge about his/her role within an organization as well as increase participant engagement (Chaleff 2012; Ricketts, 2009). Ricketts (2009) discusses three steps involved in the "Leader-Follower Loop": noticing a decline of followership, diagnosing why, and adjusting leader behavior. Youth develop those skills addressed by their mentors, so it is important that youth organization leaders address the idea of a follower-focused leader. As the importance of follower focus and followership becomes increasingly important, failure to introduce followership instruction into the leadership classroom is a disservice to those students (Johnson, 2009). Youth need opportunities to develop and practice leadership skills (Carter & Kotrlik, 2008; Des Marias, Yang, & Farzanehkia, 2000; Stafford, Boyd, & Lindner, 2003).

Ethical leadership was rated in the top 10 most important topics of the possible 100, with 13 of a total 15 leadership ability scored as important (Boone & Taylor, 2007). This suggests that agricultural science teachers consider leadership to be an important topic in the classroom. All leadership educators, not just agricultural science teachers, could integrate followership into their teaching. Leadership educators can use the attitudes expressed within this study and apply to future research. FFA officers surveyed showed they had very limited understanding of followership, follower-focused leading, and a definitive role of the follower. This lack of followership understanding could be improved by incorporating more follower-focus into leadership development by integrating Kelley's (1988; 1992; 2008) theory of followership and model of follower behavior. Agricultural science teachers could include followership teaching in the classroom as part of the leadership curriculum already included in the classroom. Teaching Kelley's (1988) five basic styles of followership (sheep, yes-people, alienated, pragmatics or survivors, and star or effective followers), could increase leaders' knowledge of how to deal with the followers within their company, organization, or other context.

As research abounds on their relationship, it is undeniable that the two concepts of leadership and followership are a co-dependent relation; one cannot exist without the other (Brown, 2003; Heller & Van Til, 1982; Hollander, 1992; Kellerman, 2007; Kelley, 1988, 1992, 2008; Pilipko, Antelo, & Henderson, 2011; Ricketts, 2009). Stam, Knipppernberg, and Wisse (2010) found that a vision that focuses on followers is more likely to motivate followers to strive for success. A good leader should be able to learn

what their followers want, be a good listener, and bring about results (Brown, 2003; Ricketts, 2009). This applies to FFA officers in that they are the leaders of their chapter. In receiving leadership experience, they will be able to better lead their chapter and any future followers as being a follower-focused leader. Being able to identify Kelley's types of followers could help enhance the success and efficiency with which a chapter or other organization operates.

3. CHARACTERIZATION OF GOOD FOLLOWERS BY TEXAS FFA OFFICERS

Introduction

Leadership scholars have recently turned their attention towards followership and the lack of follower-focused leaders. With the increasing number of informed followers, leaders must adapt and embrace the idea of having informed followers question their leadership authority (Brown, 2003). It is important that today's leaders look to their follower's needs, for if a leader is not meeting the needs of followers, a new leader with the followers in mind will be given authority (Brown, 2003; Ricketts, 2009). This idea embodies the term of followership-focus. In today's technologically advanced society, it is important for leaders to direct their attention to encompass their followers.

Overlooking this aspect of leadership development is something the National FFA Organization has done as they focus on promoting quality leadership. Finding out how one of the largest leader producing youth organizations views followership can help us understand the lack of focus on followership within leadership development programs.

Statement of the Problem

Although students involved in the FFA Organization are exposed to a broad range of leadership developing activities, studies have shown a lack of follower-focus. Mullins and Weeks' (2006) study found that chapter officers rated the statements: Leaders involve their followers in the group's vision; and They are quick to act, and show progress as it happens, as one of the lowest ranked practices, showing the lack of a shared chapter vision. Leadership is one of the three main components, which the FFA

Organization looks to develop in its members. Specifically stated in their mission statement, the FFA makes a “positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education” (National FFA, 2012, para. 1). In addressing the FFA mission statement, Croom notes the importance of good relationships as a leader, “without a network of supportive individuals, leaders often find leading a very difficult task...leaders possess positive character traits that encourage others to seek their leadership and be comfortable with it” (Croom, 2004, p. 10). The notion of a “network of supportive individuals” is the very heart of what this study seeks to address. How students involved in such a leadership organization as the FFA take into account the role of followers can only add to the leadership development such an organization seeks to attain.

Review of Literature

The term “follower” was adopted in the 1980s and distinctions were made between leader and manager, and follower and subordinate. Kelley’s (1988) initial article, *In Praise of Followers*, moved followership discussion into the media radar. The article cites several themes in the followership literature: the idea that followers and leaders are roles, not people; followers are active; followers and leaders need to share a common purpose; and the existence of a relationship between a leaders and their followers (Baker, 2007). In contrast, Baker defines the term “subordinates” referring to Graham’s (1988) separation of the term from follower by the “degree of free choice that

they exercise... followed orders because they feared punishment, had been promised rewards, or wanted to fulfill a contractual obligation” (2007, p. 55).

In the book, *The Power of Followership*, Kelley (1992) discusses the philosophical theories on why people decide to follow certain leaders rather than others; and, in general, why people may choose to be followers rather than leaders (Kelley, 1992). To understand the concept of followership, it is important to define both followership and leadership. Brown defines followership as “the willingness of people to follow” (2003, p. 68). Yukl defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (2010, p. 7). Leaders are a constant in life, whether it be a government or organization, there exists the paradigm of leader and follower. Leaders need to adapt their style of leadership in order to be more follower-focused: learn what people want, study the nature of thought and human desire, and be expert listeners (Brown, 2003). Due to the “Information Age,” leaders are no longer the sole source of information for their followers. It is obvious that leaders cannot expect followers to be lead blindly. Technological advances and the Internet allow followers the chance to be enlightened. Because of this, followers have the power to grant leadership, voicing their opinions and voting for a leader to follow. For this purpose, leaders must understand the needs of their followers (Brown, 2003).

By focusing on educational research, Densten and Gray (2001) go about defining followership through examining the follower as a learner. Focusing on a group that they consider neglected, educational research provides insight into the parallel relationship

between teacher-student and leader-follower. Several researchers, including Kelley (2008), have suggested that followers must possess leadership qualities to be successful (Chaleff, 2003; Kelley, 2008; Tanoff & Barlow, 2002). However, research has mainly focused on the view of leader and lists behaviors to influence followers, but little research has been conducted on the followers' response to their leader (Densten & Gray, 2001).

Avolio, Walumbwa, and Weber state that, "leadership effectiveness is just as much a product of good followers as it is of good leaders" (2009, p. 435). Kelley (2008) explains that because leaders do not exist in a vacuum, follower focus is needed within leaders. Being a follower has typically been viewed as a negative trait, as they are thought of after the leader. In reality, followers are electing the leaders themselves (Kelley, 2008; Ricketts, 2009). The romance of leadership and how followers have been seen as more of an output of leadership rather than an input is one of concern when studying followership.

Relating to his previous work, Kelley (2008) describes five basic styles of followership: sheep, yes-people, alienated, pragmatics, and star followers. Sheep are passive and allow leaders to do the thinking, whereas yes-people, although still allowing the leaders to think, are positive and ready to act. Alienated followers have negative energy and are skeptical about the leader's suggestions. Pragmatics are known as "preservers of the status quo." They will get to work once they see where the group is headed. Star followers think for themselves, are very active, and positive.

As cited in Baker (2007), Kelley's 1988 work and Chaleff's 1995 work, some of their first followership publications, are some main works which followership is based. However, there is still a small amount of other research which followership theory to develop. It is believed that the lack of study on followership is due to the initial lack of leadership theory and the belief that leaders were born, not made. This view was prevalent into the 1970s. Until the 1980s, there was not reason to study leaders or followers as the economy was stable. The economic instability that began in the 1980s sparked an increased demand for leadership skills, so focus was directed to developing leaders rather than followers (Baker, 2007). Mentioned by Baker (2007), Workshops conducted by Berg during the late 1990s, found the negative view of followers as passive. Active followership is rooted in sociology and psychology, specifically in social exchange, attribution, and small group theories. The Leader-Member Exchange Model highlighted the relationship between the follower and leader. Baker refers to Meindl et al.'s research on leadership conducted in 1985, stating "people's 'infatuation' with the romantic, heroic, mystical view of leadership might be necessary to sustain followership and to motivate individuals to respond to the organization's needs and goals" (Baker, 2007, p. 55).

Ward and Ellis (2008) found that the two most influential predictors of why youth may follow a leader are social support and social status. Youth generally enter into a followership relation to fill a social need. If someone is popular, having social status and support, others were more likely to try and have a relationship with this person as a leader. Youth desire to be independent from their parents; however, because they are not

mature enough to be self-supporting emotionally, they tend to be more likely to engage in a followership relation than adults. This helps youth gain a positive self-identity, specifically when they are associated with others with higher social support and social status (Ward & Ellis, 2008).

Basing their research on self-determination theory, Ward, Ellis, Lundberg, and Berrett (2010) determine the attributes related to youth following certain leaders. They found that adolescents liked leaders who would support autonomy, competency, and relatedness. This could help youth development professionals understand youth followership so they could help focus youth to choose better leaders to follow. When youth follow their peers, it is usually a voluntary phenomenon, and understanding what attracts youth to follow is key in their development as potential leaders and followers. (Ward, Lundberg, Ellis, & Berrett, 2010).

Des Marais, Yang, and Farzanehkia (2000) associate the idea of leadership and service learning. They note the importance of the presence of leadership skills in youth who serve their community. They found that the idea of being a service to others plays a dominant role in teaching youth to become leaders and practice leadership skills. The article discussed the relationship between youth and adults involved in youth learning leadership skills and how the youth need to be allowed opportunities to develop and practice them (Des Marais, Yang, & Farzanehkia, 2000). Service learning provides such opportunities for youth to develop and implement the skills they learn in a classroom setting. Also, youth need to be able to have the freedom to make decisions without fear of making mistakes and learning from them.

Antelo, Prilipko, and Sheridan-Pereira (2010) surveyed both followers and leaders, and found that leaders and followers disagree on perceptions of some personal attributes of the followers. This shows just how important leader-follower communication is, and how perceptions of followers is something leadership development needs to address.

Theoretical Base

So what makes for a good follower? Kelly (1988) notes that good followers first manage themselves well. They set their own goals and decide which roles they are to take in the greater context. Next, effective followers are committed to the organization. Effective followers also build on their competencies and apply them to making the greatest impact on the organization. Last, effective followers exhibit courage, honesty, and credibility.

Blackshear (2004) also cites eight critical characteristics of exemplary followers:

1. Willing to set ego aside and function as a team player,
2. Self-empowered or internal locus of control with initiative and a willingness to act,
3. Persists or has staying power,
4. Entrepreneurial in approach and spirit with a focus on taking risk to accomplish results and doing what's necessary to get things done,
5. More proactive as a problem fixer rather than reactive as a problem identifier,
6. Adaptable, flexible and capable to manage change,
7. Optimistic or is positive in approach, and
8. Pursues continuous improvement and engages in personal development to achieve competence. (Blackshear, 2004, p. 9-10)

Hurwitz and Hurwitz (2009) describe follower competencies as falling into two categories: personal management and leader support. Components of the personal management competency are defined below:

1. Communication: being informed and giving reasoning behind your actions
2. Attitude: stay positive; self-motivated; having the right attitude
3. Etiquette: show respect for leader and organization, trustworthy, encourage confidence in others
4. Full accountability: responsible for results; follow up; using perspective in job decisions; do the job right
5. Decisions: provide support to leader decisions; maximize value when carrying out decisions

The leader support competency includes:

1. Leader goals: supporting leader and organizational goals
2. Rapport: small components that make for a strong, working relationship between leader and follower (ie. celebrate successes, remind leader of events, or follow-up without being asked)
3. Culture: being an active member and participating in culture of organization
4. Style: follower adapts to leader's style; communication style, when meetings are held, etc.

Hurwitz and Hurwitz's (2009) two categories of follower competencies of personal management and leader support components were used as the theoretical framework of this study.

Purpose and Objectives

The purpose of the study is to identify traits of good followers as perceived by Texas FFA chapter officers. The research objectives of this study are as follows:

1. Determine if FFA officers understand what good followership is by their descriptors of a good follower
2. Determine if demographic variables influence how students describe good followers.

Methods

The population of this study consisted of Texas high school FFA officers, a group of about 6,036 students. Only officers were surveyed because of their greater leadership experience and unique leadership positions within their chapters. A representative sample, as established by Krejcie and Morgan (1970), of at least 61 chapters, or about 366 officers, was rounded to 70 total chapters due to the division of areas within Texas. The FFA Organization in Texas is grouped into ten different areas, multiple districts within those areas, and multiple chapters within those districts (Texas FFA, 2011). Chapters were selected using random cluster sampling, 7 chapters were randomly selected within each of the ten areas in Texas (Fraenkel & Wallen, 2009, p. 95). Within each chapter, agriculture teachers administered the surveys as part of an FFA activity.

A written questionnaire was developed by the researcher to measure attitude towards followers. The instrument used both a Likert-type and an ordinal scaling system, as well as an open-ended question (Fraenkel & Wallen, 2009). This portion of the larger study analyzed the perceptions of what FFA officers believe are the traits of a good follower.

An open-ended question was posed to the FFA chapter officers surveyed. They were asked, “What are the characteristics of a good follower? List all characteristics you can think of.” 51 of the 55 officers who responded to the survey responded to the open-ended question. Overall, 11 FFA chapters responded to the survey for a response rate of 16%. Dillman’s Tailored Design Method (2000) was followed to maximize response rate.

Student responses to the open-ended question were first tabulated into a list of individual traits. Common traits were combined. Each trait was coded with an M or F to denote if a male or female student used that descriptor. Table 5 describes the traits identified by the FFA officers in the study. The researcher then categorized each trait into one of Hurwitz and Hurwitz’s core competencies (Hurwitz & Hurwitz, 2009). As discussed earlier, Hurwitz and Hurwitz (2009) describe follower competencies as falling into two categories: personal management and leader support. Personal management competency components are: Communication, Attitude, Etiquette, Full accountability, and Decisions. The leader support competency components include: Leader goals, Rapport, Culture, and Style. The traits and categories were reviewed by an expert in the field.

Findings

A total of 51 students responded to the open-ended question, “What are the characteristics of a good follower? List all characteristics you can think of.” The top four characteristics of a good follower as described by females were: supports the leader (n=12), listens well (n=11), respectful (n=11), and follows directions (n=9). The top four

characteristics of a good follower as described by males were: listens well (n=8), follows directions (n=8), team player/works well with others (n=8), and involved in chapter (n=8). The most often described characteristic of a good follower by all students was “listens well” (n=19). Table 5 is a summative table of the characteristics described by students.

Table 5
Characteristics of a Good Follower by Texas FFA Chapter Officers, N=51

Female		Male		Total
Listens well	11	Listens well	8	19
Follows directions	9	Follows directions	8	17
Respectful	11	Respectful	6	17
Support leader	12	Support leader	3	15
Team player/works well with others	5	Team player/works well with others	8	13
Possess good moral character	8	Possess good moral character	5	13
Provides input to leader/chapter	4	Provides input to leader/chapter	6	10
Involved in chapter	1	Involved in chapter	8	9
Holds leader accountable	3	Holds leader accountable	5	8
Is responsible	5	Is responsible	3	8
Hard working	2	Hard working	5	7
Has qualities of a leader	3	Has qualities of a leader	3	6
Continuous learner	4	Continuous learner	1	5
Trustworthy	1	Trustworthy	3	4

Note: FFA officers mentioned several other traits of followers, though less frequently than those described in Table 5. Some of those qualities included: being fair-minded; being outgoing; being reliable and loyal; and having humility. Two male respondents described followers in negative terms: “not a leader” and “passive.”

The fourteen traits listed above in Table 5 were categorized into Hurwitz and Hurwitz’s (2009) competencies.

Personal manageability competency components found include:

Communication: Provides input to leader/chapter

Attitude: Possess good moral character; Has qualities of a leader

Etiquette: Listens well; Respectful

Full Accountability: Is responsible; Hard working; Continuous learner
 Decisions: Follows directions; Support leader

Leader support competency components found include:

Leader Goals: Team player/works well with others; Holds leader accountable
 Rapport: Trustworthy
 Culture: Involved in chapter
 Style: *None*

Conclusions

Objective one was to determine if FFA officers understand what good followership is by their descriptors of a good follower. Based on this study's data, most students had a fairly good idea of what embodies a good follower. Comparing the FFA officers' survey responses with how researchers (Blackshear, 2004; Hurwitz & Hurwitz, 2009; Kelley, 1988, 1992, 2008) describe a good follower, it may be concluded that the officers have a very basic sense of what consists of a good follower. As a whole, officers surveyed did not strongly portray certain characteristics of a good follower to be important. The most determined characteristic, "listens well," was only reported by 19 of the total 51 responders. Kelly (1988) notes that good followers first manage themselves well, set their own goals and decide which roles they are to take in the greater context, are committed to the organization, build on their competencies and apply them to making the greatest impact on the organization, exhibit courage, honesty, and credibility. Of Kelley's good follower attributes, FFA officers surveyed only slightly touched on the commitment to the organization and exhibiting things like courage, honesty, and credibility. At least one officer surveyed noted the idea that followers should possess some leadership qualities. Several researchers, have suggested that followers must

possess leadership qualities to be successful (Chaleff, 2003; Kelley, 2008; Tanoff & Barlow, 2002).

Blackshear (2004) also cites eight critical characteristics of exemplary followers, only one of which the officers' described: willing to function as a team player. Officers did mention a lot of the Hurwitz and Hurwitz (2009) follower competencies. This shows that the FFA officers surveyed had a general understanding of the competencies required of a good follower. The two categories, personal management and leader support, were touched on by the officers. All personal management competency components were mentioned, and all but one of the leader support competency components were mentioned. The leader support competency component of style was not mentioned at all. The personal management component of full accountability had the most phrases mentioned, however these phrases, "Is responsible; Hard working; Continuous learner" were among the least mentioned.

Objective two was to determine if demographic variables influence perceptions of followership. Female and male respondents both agreed that a good follower should listen well and follow directions, as these two characteristics were in the top four described. Female respondents placed a greater emphasis on supporting the leader and being respectful, whereas male respondents emphasized being a team player/works well with others. Males also emphasized being involved in the chapter as a desirable trait more often than females. This suggests that females are more focused on the ideas that are leader-supportive and males are more action driven. Males want to focus more on being a team and achievement.

Recommendations

In future leadership practice, findings from this data show a need to produce more well-rounded leaders with instruction on determining characteristics of good followers. Followers have the power to grant leadership, so understanding what a good follower is characterized by can add to the leader's efficiency (Brown, 2003). Kelley (2008) and Ricketts (2009) note the importance of followers, and how they are electing the leaders. Being able to identify the types of follower, as determined by Kelley's (1988) followership theory and model of follower behavior, could greatly enhance the knowledge base which leaders receive in a leadership development experience.

Boone and Taylor's (2007) survey of agricultural science teachers showed ethical leadership as one of the top 10 most important topics of a possible 100 taught. Stated in the FFA mission statement, premier leadership is a goal FFA members are taught to achieve (National FFA). Leaders must understand the needs of their followers (Brown, 2003; Bjugstad, Thach, Thompson & Morris, 2006; Kellerman, 2007; Ricketts, 2009). It is agricultural science teachers' jobs to instill the necessary leadership skills needed to lead a successful chapter (Boone & Taylor, 2007).

Youth organizations with similar leadership development programs, like FFA, can better equip their future leaders with the knowledge needed to be a follower-focused leader by teaching them how to identify good followership. As the importance of follower focus and followership becomes increasingly important, failure to introduce followership instruction into the leadership classroom is a disservice to those students (Johnson, 2009).

Ethical leadership was rated in the top 10 most important topics of the possible 100, with 13 of a total 15 leadership ability scored as important (Boone & Taylor, 2007). This suggests that agricultural science teachers consider leadership to be an important topic in the classroom. All leadership educators, not just agricultural science teachers, could integrate followership into their teaching. Leadership educators can use the attitudes expressed within this study and apply to future research. FFA officers surveyed showed they had limited understanding of characteristics of a good follower. This lack of followership understanding could be improved by incorporating more follower-focus into leadership development by integrating Kelley's (1988; 1992; 2008) theory of followership and model of follower behavior. Agricultural science teachers could include followership teaching in the classroom as part of the leadership curriculum already included in the classroom. Teaching Kelley's (1988) five basic styles of followership (sheep, yes-people, alienated, pragmatics or survivors, and star or effective followers), could increase leaders' knowledge of how to deal with the followers within their company, organization, or other context.

As research abounds on their relationship, it is undeniable that the two concepts of leadership and followership are a co-dependent relation; one cannot exist without the other (Brown, 2003; Heller & Van Til, 1982; Hollander, 1992; Kellerman, 2007; Kelley, 1988, 1992, 2008; Pilipko, Antelo, & Henderson, 2011; Ricketts, 2009). A good leader should be able to learn what their followers want, be a good listener, and bring about results (Brown, 2003; Ricketts, 2009). It is recommended that additional research be conducted on FFA as well as members of other youth leadership development programs.

4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Article #1

Based on findings, FFA officers surveyed most agreed with those statements regarding the importance of followers within their chapter. Officers rated “Chapters can succeed without organized followers. Followers should always agree with a leader. Followers lack the knowledge to lead. A leader is always right.” as the least agreed with statements regarding followership (disagree). This suggests that FFA officers surveyed have a general understanding that followers play a role in their chapter’s success.

The statements, “Leaders serve followers” was rated a 2.65 and “Followers serve leaders” a 2.58. These two statements are the complete opposite, however data suggests that students agreed with both. This suggests that FFA officers see the leader-follower relationship, but not altogether identify it as a leader-follower exchange of: delegation, participation, and feedback-giving. (Valcea, Hamdani, Buckley & Novicevic, 2011). However, it is also interesting that the statement, “Followers are informal leaders” was rated a 2.91, showing that the officers note, consciously or unconsciously, followers need the leadership qualities to be successful (Chaleff, 2003; Tanoff & Barlow, 2002). In comparison, over 85% of the officers surveyed reported observing followers as playing a passive role in their chapter sometimes (n = 19; 34.5%), most of the time (n = 19; 34.5%), or always, (n = 10; 18.2%). As cited in Baker (2007), Berg found negative view of followers to be passive, and other researchers have also stated that followership has

been historically viewed negatively, as an afterthought of leadership (Bjugstad, Thach, Thompson & Morris, 2006; Kelley, 2008; Ricketts, 2009).

This may be due to the officers not being fully aware of the importance of followership within leadership development in FFA. Officers within the FFA Organization are more readily offered leadership development opportunities than other chapter members through officer leadership development experiences. This may be due to the FFA Organization's commitment to producing leaders, historically viewed as important within their own roles of authority without mention of a leader's followers. Kelley (1988) cautions this very notion of a preoccupation with leadership. Meindl (1995) further addresses this romanticism of leadership, calling for a more follower-centered approach to leadership. This is also suggested by Mullins and Weeks (2006). They found a lack of a shared chapter vision, and that chapter presidents held inflated self-perceptions as compared to their peers' views of observed president performances (Mullins & Weeks, 2006).

In responding to how often positive followership activities were observed within their chapters, respondents reported positive follower activities occurring within their chapter either most of the time or always. This may be due to their special attention to the chapter details as an officer. As an officer, they may want to subjectively view their chapter as a positive, inclusive environment for followers. Mullins and Weeks (2006) found a lack of a shared chapter vision, and that chapter presidents held inflated self-perceptions as compared to their peers' views of observed president performances.

Limitations of Article #1

This baseline study is limited due to the low response rate of 16%. Although this study followed Dillman's Tailored Design Method (2000), which guarantees about an 80% response rate, the low response rate of this study could be due to the timing of data collection. Data collection was started in the month of March and continued through May, a time of year when FFA members are busy showing animals at stock shows, participating in CDE and LDE events, conducting chapter end-of-year banquets, officer elections, and other various end-of-year school functions. March through May also contain numerous holidays where students are not in school, spring break and Easter holidays, and the STARR Texas standardized testing in April. Caution must be used in generalizing self-reported data, however, there is no attempt to generalize this data beyond the participants because it is purely descriptive in nature.

Article #2

Objective one was to determine if FFA officers understand what good followership is by their descriptors of a good follower. Based on this study's data, most students had a fairly good idea of what embodies a good follower. Comparing the FFA officers' survey responses with how researchers (Blackshear, 2004; Hurwitz & Hurwitz, 2009; Kelley, 1988, 1992, 2008) describe a good follower, it may be concluded that the officers have a very basic sense of what consists of a good follower. As a whole, officers surveyed did not strongly portray certain characteristics of a good follower to be important. The most determined characteristic, "listens well," was only reported by 19 of the total 51 responders. Kelly (1988) notes that good followers first manage themselves

well, set their own goals and decide which roles they are to take in the greater context, are committed to the organization, build on their competencies and apply them to making the greatest impact on the organization, exhibit courage, honesty, and credibility. Of Kelley's good follower attributes, FFA officers surveyed only slightly touched on the commitment to the organization and exhibiting things like courage, honesty, and credibility. At least one officer surveyed noted the idea that followers should possess some leadership qualities. Several researchers, have suggested that followers must possess leadership qualities to be successful (Chaleff, 2003; Kelley, 2008; Tanoff & Barlow, 2002).

Blackshear (2004) also cites eight critical characteristics of exemplary followers, only one of which the officers' described: willing to function as a team player. Officers did mention a lot of the Hurwitz and Hurwitz (2009) follower competencies. This shows that the FFA officers surveyed had a general understanding of the competencies required of a good follower. The two categories, personal management and leader support, were touched on by the officers. All personal management competency components were mentioned, and all but one of the leader support competency components were mentioned. The leader support competency component of style was not mentioned at all. The personal management component of full accountability had the most phrases mentioned, however these phrases, "Is responsible; Hard working; Continuous learner" were among the least mentioned.

Objective two was to determine if demographic variables influence perceptions of followership. Female and male respondents both agreed that a good follower should

listen well and follow directions, as these two characteristics were in the top four described. Female respondents placed a greater emphasis on supporting the leader and being respectful, whereas male respondents emphasized being a team player/works well with others. Males also emphasized being involved in the chapter as a desirable trait more often than females. This suggests that females are more focused on the ideas that are leader-supportive and males are more action driven. Males want to focus more on being a team and achievement.

Recommendations

Article #1

This research could be expanded to include other members of Texas FFA chapters other than the officers, or states other than Texas. It might also be interesting to survey the agricultural science teachers to get their perspectives on the importance of followership within a leadership-based organization, and determine their perceptions of follower-focused leadership development incorporated into FFA leadership development programs. With more data collected, multiple comparisons could be made between groups, such as comparisons between: officer positions and agreement with followership statements, high school size and observation of follower focused activities, or chapter size and observed follower focus.

Agricultural science teachers can use this data to apply to FFA leadership roles. Chapter officers are a focus of FFA leadership development, and greater attention to followers of a chapter may increase the applicability of the leadership skills developed through leadership roles within the FFA. Kelley (1988) and Johnson (2009) believe that

teaching leaders to focus on their follower's roles can make them better leaders, and knowing how to follow and set an example is important in leadership development. Dormody and Seevers (1994) found that many FFA members did not participate in leadership development above the chapter level. Agricultural science teachers play an important role in FFA members' participation in such activities.

Boone and Taylor's (2007) survey of agricultural science teachers showed ethical leadership as one of the top 10 most important topics of a possible 100 taught. Stated in the FFA mission statement, premier leadership is a goal FFA members are taught to achieve (National FFA). Leaders must understand the needs of their followers (Brown, 2003, p. 68; Bjugstad, Thach, Thompson & Morris, 2006; Kellerman, 2007; Ricketts, 2009). It is agricultural science teachers' jobs to instill the necessary leadership skills needed to lead a successful chapter (Boone & Taylor, 2007).

Youth organizations with similar leadership development programs, like FFA, can better equip their future leaders with the knowledge needed to be a follower-focused leader. Giving greater attention to the group process gives a voice to the follower within an organization and could add to a leader's knowledge about his/her role within an organization as well as increase participant engagement (Chaleff, 2012; Ricketts, 2009). Ricketts (2009) discusses three steps involved in the "Leader-Follower Loop": noticing a decline of followership, diagnosing why, and adjusting leader behavior. Youth develop those skills addressed by their mentors, so it is important that youth organization leaders address the idea of a follower-focused leader. As the importance of follower focus and followership becomes increasingly important, failure to introduce followership

instruction into the leadership classroom is a disservice to those students (Johnson, 2009). Youth need opportunities to develop and practice leadership skills (Carter & Kotrlik, 2008; Des Marias, Yang, & Farzanehkia, 2000; Stafford, Boyd, & Lindner, 2003).

Ethical leadership was rated in the top 10 most important topics of the possible 100, with 13 of a total 15 leadership ability scored as important (Boone & Taylor, 2007). This suggests that agricultural science teachers consider leadership to be an important topic in the classroom. All leadership educators, not just agricultural science teachers, could integrate followership into their teaching. Leadership educators can use the attitudes expressed within this study and apply to future research. FFA officers surveyed showed they had very limited understanding of followership, follower-focused leading, and a definitive role of the follower. This lack of followership understanding could be improved by incorporating more follower-focus into leadership development by integrating Kelley's (1988; 1992; 2008) theory of followership and model of follower behavior. Agricultural science teachers could include followership teaching in the classroom as part of the leadership curriculum already included in the classroom. Teaching Kelley's (1988) five basic styles of followership (sheep, yes-people, alienated, pragmatics or survivors, and star or effective followers), could increase leaders' knowledge of how to deal with the followers within their company, organization, or other context.

As research abounds on their relationship, it is undeniable that the two concepts of leadership and followership are a co-dependent relation; one cannot exist without the

other (Brown, 2003; Heller & Van Til, 1982; Hollander, 1992; Kellerman, 2007; Kelley, 1988, 1992, 2008; Pilipko, Antelo, & Henderson, 2011; Ricketts, 2009). Stam, Knippenberg, and Wisse (2010) found that a vision that focuses on followers is more likely to motivate followers to strive for success. A good leader should be able to learn what their followers want, be a good listener, and bring about results (Brown, 2003; Ricketts, 2009). This applies to FFA officers in that they are the leaders of their chapter. In receiving leadership experience, they will be able to better lead their chapter and any future followers as being a follower-focused leader. Being able to identify Kelley's types of followers could help enhance the success and efficiency with which a chapter or other organization operates.

Article #2

In future leadership practice, findings from this data show a need to produce more well-rounded leaders with instruction on determining characteristics of good followers. Followers have the power to grant leadership, so understanding what a good follower is characterized by can add to the leader's efficiency (Brown, 2003). Kelley (2008) and Ricketts (2009) note the importance of followers, and how they are electing the leaders. Being able to identify the types of follower, as determined by Kelley's (1988) followership theory and model of follower behavior, could greatly enhance the knowledge base which leaders receive in a leadership development experience.

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APPENDIX A

PARENTAL PERMISSION FORM

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM
PARENTAL PERMISSION FORM

Project Title: A New Perspective on Tomorrow's Leaders: FFA Members' Attitudes on Followership

Your child is being invited to take part in a research study being conducted by Texas A&M University. You are being asked to read this form so that you know about this research study. The information in this form is provided to help you decide whether or not you want your child to take part. If you decide for your child to take part in the study, you will be asked to sign this permission form. If you decide you do not want your child to participate, that is okay. There will be no penalty to you or your child and your child will not lose any benefit which he/she would normally have.

WHY IS THIS STUDY BEING DONE?

The purpose of this study is to investigate FFA members' attitudes regarding followership.

WHY IS MY CHILD BEING ASKED TO BE IN THIS STUDY?

Your child is being asked to be in this study because your child holds an officer position in their Texas FFA Chapter. This study is being partially sponsored/funded by the Office of Graduate Studies at Texas A&M University.

HOW MANY PEOPLE WILL BE ASKED TO BE IN THIS STUDY?

About 366 participants across Texas will be enrolled in this study.

WHAT ARE THE ALTERNATIVES TO BEING IN THIS STUDY?

Participation is voluntary. Your child may decide not to participate or to withdraw at any time without their current or future relations with Texas A&M University being affected.

WHAT WILL MY CHILD BE ASKED TO DO IN THIS STUDY?

Your child's participation in this study will last up to 20 minutes.
If your child is in the study, they will be asked to complete a short survey about their thoughts on followership and leadership.

ARE THERE ANY RISKS TO MY CHILD?

The things that your child will be doing have no more risk than he/she would come across in everyday life.

ARE THERE ANY BENEFITS TO MY CHILD?

There is no direct benefit to your child by being in this study. What the researchers find out from this study may help improve agricultural education programs and FFA chapters across the nation by identifying students' views of leadership and followership.

WILL THERE BE ANY COSTS TO MY CHILD OR ME?

Aside from your child's time, there are no costs for taking part in the study.

WILL MY CHILD BE PAID TO BE IN THIS STUDY?

Your child will not be paid for being in this study

Version Date:

Page 1 of 3

Texas A&M University	IRB Exempt
IRB Protocol #2012-0051	Authorized by: GW

Parent's Initials _____

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM
PARENTAL PERMISSION FORM

WILL INFORMATION FROM THIS STUDY BE KEPT CONFIDENTIAL?

The records of this study will be kept private. No identifiers linking your child to this study will be included in any sort of report that might be published. Research records, along with this consent form, will be filed securely in an official area and only Kate Ferrell, Dr. Barry Boyd, and Dr. John Rayfield of Texas A&M University will have access to the records.

Information about your child will be kept confidential to the extent permitted or required by law. People who have access to your child's information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your child's records to make sure the study is being run correctly and that information is collected properly.

WHOM CAN MY CHILD OR I CONTACT FOR MORE INFORMATION?

You or your child can call the Principal Investigator to tell him/her about a concern or complaint about this research study. The Principal Investigator Kate Ferrell, Agricultural Leadership, Education, and Communications, can be called at 210-861-5058 or emailed at kateferrell@tamu.edu. You or your child may also contact the Principal Investigator's advisor, Dr. Barry Boyd, Agricultural Leadership, Education, and Communications, at 979-862-3693 or b-boyd.tamu.edu.

For questions about your child's rights as a research participant; or if you or your child have questions, complaints, or concerns about the research and cannot reach the Principal Investigator or want to talk to someone other than the Investigator, you or your child may call Texas A&M University Human Subjects Protection Program office.

- Phone number: (979) 458-4067
- Email: irb@tamu.edu

MAY WE CHANGE OUR MINDS ABOUT PARTICIPATING?

You and your child have the choice whether or not to be in this research study. You or your child may decide to not begin or to stop the study at any time. If you or your child chooses not to be in this study, there will be no effect on your child's current or future relationship with Texas A&M University.

Version Date:

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Texas A&M University	IRB Exempt
IRB Protocol # 2012-0051	Authorized by: GW

Parent's Initials _____

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

PARENTAL PERMISSION FORM

STATEMENT OF CONSENT

The procedures, risks, and benefits of this study have been told to me and I agree to allow my child to be in this study and sign this form. My questions have been answered. I may ask more questions whenever I want. I do not give up any of my child's or my legal rights by signing this form. A copy of this signed consent form will be given to me.

Child's Name

Parent/Legal Guardian Signature

Date

Parent/Legal Guardian Signature

Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the parent the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Signature of Presenter

Date

Printed Name

Date

Version Date:

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Texas A&M University

IRB Protocol # 2012-0051

IRB Exempt

Authorized by GW

Parent's Initials _____

APPENDIX B

MINOR'S ASSENT FORM

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM
MINOR'S ASSENT FORM

Project Title: A New Perspective on Tomorrow's Leaders: FFA Members' Attitudes on Followership

Introduction

The purpose of this form is to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research.

You have been asked to participate in a research study investigating FFA members' attitudes regarding followership. You were selected to be a possible participant because you hold an office position in your Texas FFA Chapter.

What will I be asked to do?

If you agree to participate in this study, you will be asked to complete a short survey about your thoughts on followership and leadership.

What are the risks involved in this study?

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?

You will receive no direct benefit from participating in this study; however, your participation will help improve agricultural education programs and FFA chapters across the nation by identifying students' views of leadership and followership.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University being affected.

Who will know about my participation in this research study?

The records of this study will be anonymous. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Kate Ferrell, Dr. Barry Boyd, and Dr. John Rayfield of Texas A&M University will have access to the records.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Kate Ferrell, (210) 861-5058, kateferrell@tamu.edu or Dr. Barry Boyd, (979) 862-3693, b-boyd@tamu.edu.

Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

Participation

Please be sure you have read the above information, asked questions and received answers to your satisfaction. If you would like to be in the study, please complete the survey provided by your FFA advisor.

Version Date:

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Parent's Initials

Texas A&M University IRB Protocol # <u>2012-001</u>	IRB Exempt Authorized by <u>GW</u>
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Minor's Name

Minor's Signature *(if applicable)*

Date

Presenter's Signature

Date

If signed assent is not obtained, provide the rationale below:

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APPENDIX C

FOLLOWERSHIP SURVEY

Survey

Please read the following definitions before filling out the survey. Directions are given with each table. Fill out the TWO tables, marking only once per statement. Do not forget to fill out the demographic portion (Section 3).

Please refer to the following definitions from Collins-English Dictionary for completing this survey.

Followership: the ability or willingness to follow a leader; a group of followers

Follower: a person who follows another

Leadership: ability to lead; an act of leading, guidance, direction; the leaders of a group

Leader: a person that leads; a guiding or directing head

Section 1

Directions:

*Based on the definitions of leadership and followership above, rate the following statements according to your **level of agreement**.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
A follower's role is to take direction from a leader.				
Followers are important to the success of a chapter.				
Followers have more power than a leader.				
Success of a chapter rests on its leaders.				
Followers and leaders have an equal role within a chapter.				
Leaders should trust their followers.				
Followers need constant supervision.				
Followers should speak up at meetings and share information.				
Followers serve leaders.				
Followers can think for themselves.				
A leader is always right.				
Followers lack the knowledge to lead.				
A follower's role is to support a leader.				
Followers should always agree with a leader.				
Followers can act on their own as long as they are pursuing the same goal as a leader.				
Followers should challenge a leader if he/she gets off track.				
Followers should keep leaders informed when situations change.				
It is better to be a leader than a follower.				
Leaders should keep followers informed when situations change.				
Followers should take a moral stand when leaders act unethically.				
Followers have less power than a leader.				
Chapters can succeed without organized followers.				
Followers give power to a leader.				
Followers are informal leaders.				
A follower's role is to help a leader stay focused on the goal.				
Leaders serve followers.				

Section 2

Directions:

Based on the definitions of leadership and followership above, rate the following statements according to **how often** you observe them in your chapter.

	Never	Some-times	Most of the Time	Always
Followers are a focus of chapter activities.				
Followers are asked for their opinions in order to make decisions.				
Roles of followers are considered when coordinating chapter activities.				
Tasks are delegated to followers.				
You strive to be a good follower.				
Followers are encouraged to come up with ideas.				
Followers play a passive role in a chapter.				
Followers show respect for leaders.				
Leaders ask followers for input.				
Followers volunteer for responsibilities.				
Followers are recognized for chapter achievements.				
Leaders show appreciation for follower input.				
Leaders show respect for followers.				
Followers play an active role in a chapter.				

Section 3

Directions: Circle the answer, or fill in the blank.

- What is your age? _____
- What is your gender?
 - Male
 - Female
- How many years have you been an FFA member? _____
- How many CDEs have you participated in since joining FFA? _____

At what level: (Check all that apply)

_____ Invitational
 _____ Area
 _____ State
 _____ National
- How many LDEs have you participated in since joining FFA? _____

At what level: (Check all that apply)

_____ Invitational
 _____ Area
 _____ State
 _____ National
- What grade in school are you?
 - 9th
 - 10th
 - 11th
 - 12th
- What office position do you hold within your chapter? If other, please specify.
 - President
 - Vice President
 - Secretary
 - Treasurer
 - Reporter
 - Sentinel
- With which ethnic background do you most associate with?
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Pacific Islander
 - White
 - Hispanic
- How many members are in your chapter?
 - 1-50
 - 51-100
 - 101-150
 - 151-200
 - 201 or more
- According to UIL standards, what size is your high school?
 - 1A
 - 2A
 - 3A
 - 4A
 - 5A

Section 4*open ended question*

What are the characteristics of a good follower? List all characteristics you can think of.

VITA

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